

Using Grow Your Own and Teacher Residency Programs to Address the Teacher Shortage

Payne Tarkenton

Virginia Management Fellow

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Overview

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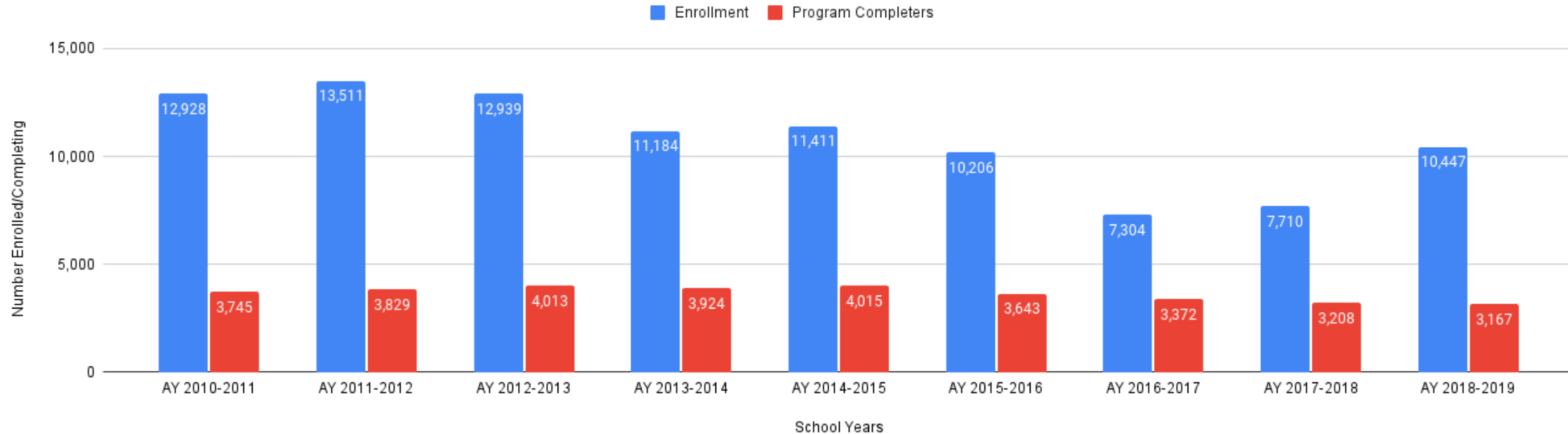
Virginia Experiences Teacher Shortages

- Teacher shortages are not uniform across the Commonwealth
- School divisions face shortages in different subject areas and differing degrees of severity
- Have to consider both recruitment – how to get people to become teachers – and retention – how to keep teachers from leaving the profession
- No one solution will solve the teacher shortage, many policy options are needed
- Need targeted solutions that can address the specific shortages
- More data is needed to inform policymakers, stakeholders, and citizens of the persistent problem

Teacher Preparation Program Data Trends

Virginia Teacher Preparation Program Performance, 2010-2019

Number of students enrolled and completing teacher preparation programs in Virginia colleges and universities each academic year



- Trends in the number of enrollees and graduates of Virginia’s teacher preparation programs (Source: [Higher Education Act 2020 Title II Reports](#))
- While there are individual years that stand out, there is a notable downward trend in the number of people completing teacher preparation programs in Virginia
- This data represents the most up-to-date data available – while the COVID pandemic made data gathering difficult, we anticipate similar trends for the 2019-2020 and 2020-2021 school years

Teacher Shortage Across Virginia – By Subject Area

Rank	Subject Area
1	Special Education
2	Elementary Education PreK-6
3	Middle Education Grades 6-8
4	Career and Technical Education
5	Mathematics Grades 6-12 (including Algebra 1)
6	Science (Secondary)
7	Foreign Language PreK-12
8	English (Secondary)
9	Library Media PreK-12
10	Health and physical education

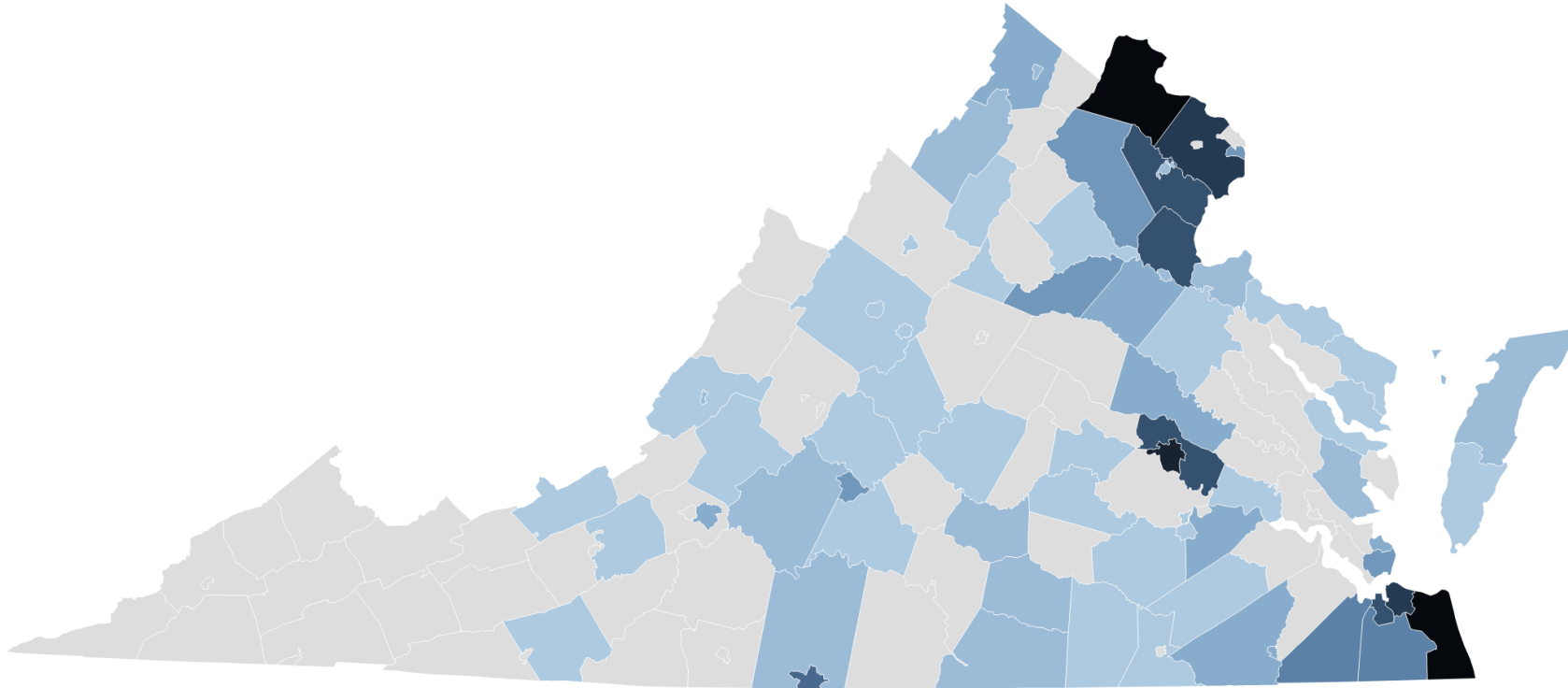
- Top 10 subject areas facing a critical shortage statewide in Virginia, 2021-2022 school year
- According to DOE, a “critical shortage” can be defined in two ways:
 - Shortages by subject matter as designated from the top ten academic disciplines identified in an annual survey of school divisions
 - A school personnel vacancy for which a school division receives three or fewer qualified candidates for a position
- Data is collected in conjunction with the VRS critical teacher shortage program

In August 2021, Virginia had 4,979 teacher vacancies; however, many divisions did not report data

Vacancies Reported to VDOE, August 2021

Vacancies reported to VDOE for RIPE grants

1-15 15-30 30-45 45-60 60-75 75-90 90-175 175-300 300-450 450-1250



Source: Analysis of VDOE Data • Created with Datawrapper

- 70 out of 132 divisions reported 4,979 vacancies in the critical shortage areas (Slide 5), school counselors, and “other unfilled positions” in August 2021
 - 9 of the 10 largest school divisions by student population reported data
- Most significant number of vacancies occurred in Elementary Education (1,404) and Special Education (945) – the top two critical shortage areas
- Reported vacancies ranged from 1 (Lancaster County) to 1,250 (Loudoun County)
- The three divisions with the most vacancies had more vacancies (2,673) than the remaining divisions combined (2,083)
 - Loudoun County, Virginia Beach, Richmond
- Median number of reported vacancies per division: 15.5

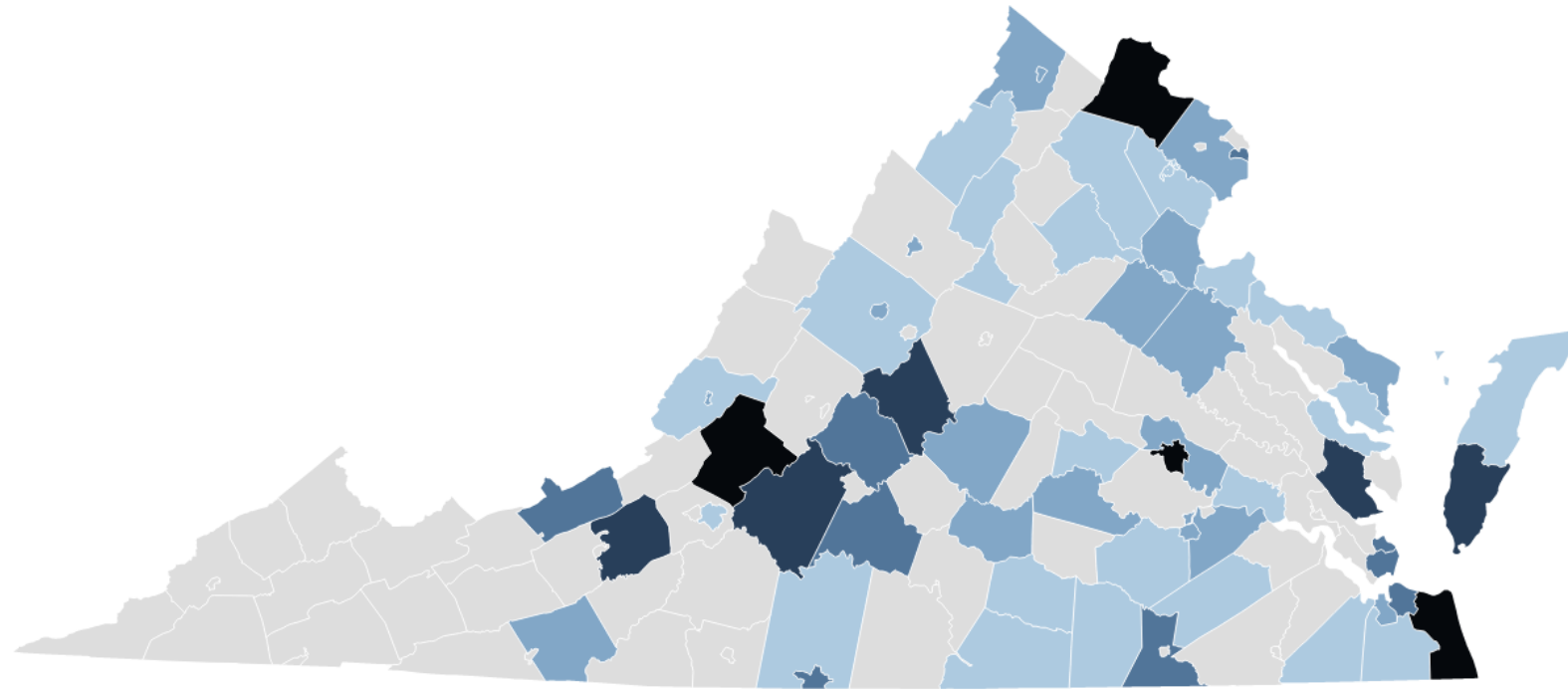
Virginia School Divisions Reporting Data Had Filled 63% of Vacancies by November 2021

August 2021 Teaching Vacancies Filled by November 2021

Percentage of reported vacancies in August 2021 that were filled by November 2021

Percent of Reported Vacancies Filled

0-20% 21-40% 41-60% 61-80% 81-100%



- The 70 divisions reporting vacancy data filled 3,147 positions by November 2021, or about 63.2% of the vacancies reported in August 2021
 - 6 divisions reported vacancies in August 2021 but did not report data in November 2021
- 14 divisions did not fill any of the vacancies reported in August 2021 by November 2021. The number of vacancies for these divisions ranged from 1 to 48
- Median percentage vacancies filled by November 2021: 24.5%

Divisions with the Most Vacancies in August 2021

School Division	Aug 2021 Vacancies	Nov 2021 Vacancies Filled	Remaining Vacancies	Percent of Vacancies Filled
Loudoun County	1,250	1,190	60	95.2%
Virginia Beach City	988	951	37	96.3%
Richmond City	435	349	86	80.2%
Fairfax County	290	111	179	38.3%
Norfolk City	271	155	116	57.2%
Prince William County	162	30	132	18.5%
Henrico County	130	35	95	26.9%
Portsmouth City	127	26	101	20.5%
Stafford County	100	22	78	22.0%
Danville City	80	46	34	57.5%

- Ability of the 10 divisions with the highest number of reported vacancies in August 2021 to fill vacancies by November 2021
- Loudoun County, Virginia Beach, and Richmond filled many of their August 2021 vacancies by November 2021
- Other reporting school divisions had more moderate rates of vacancies filled

Grow Your Own Teacher Programs

- Two basic frameworks – recruiting pre-collegiate students or parents and community members into the teaching pipeline
- Recruit from the school division's backyard because those individuals are likely to already have an existing investment in the community, know the challenges that the division faces, and are likely to remain in the classroom
- Multiple different funding models to assist participants in becoming teachers
 - College scholarships and scholarship loans for those interested in the teaching profession
 - Career and Technical Education organizations and/or classes for middle and high school students to become interested in teaching
 - Competitive grants to local school divisions to set up their own Grow Your Own frameworks
- Initial research results
 - Some evidence that Grow Your Own programs create more effective teachers for the division
 - Some evidence that Grow Your Own programs decrease attrition and help keep teachers in the classroom
 - Grow Your Own programs have been promising for recruiting and retaining traditionally at-risk and underprivileged students, particularly in rural and urban communities
- Still needs more study and evaluation of program outcomes, because many programs are new and the research so far is limited

Grow Your Own Teacher Programs – Examples

- **South Carolina Teaching Cadets**

- Partnership between South Carolina school divisions and Winthrop University
- Specifically focused on recruiting teachers from and for rural school divisions
- Cadets take dual enrollment classes and receive field experience in high school that allow for reflections, assessments, and classroom observations
- Program has been replicated in school divisions in over 40 states since 1985

- **Kentucky Teaching and Learning Career Pathway**

- Four career and technical education courses designed to introduce students to the teaching profession and lay the foundation for becoming teachers
- Programming partnerships with Educators Rising – after-school clubs that provide students the opportunity to participate in projects that assist educator practices

- **Virginia Grow Your Own Teacher Pilot Program**

- Grants offered to teachers who graduated from public high schools in Virginia and who meet eligibility criteria and then teach in a high-need school or a high-need subject area in their division
- Requires a 4 year teaching commitment in order to receive the maximum grant

- **Virginia Teachers for Tomorrow Programs**

- Curriculum of Career and Technical Education classes to receive hands-on experience in the teaching profession
- School divisions also partner with Educators Rising programs to provide after-school opportunities for interested students

Teacher Residency Programs

- Similar to medical residency training model
- Participants typically already possess a bachelor's degree
- One year of coursework and a full school year of increasing classroom responsibilities under the guidance of a mentor teacher
- In general, residents typically receive tuition and fees for their graduate coursework and sometimes a stipend for living expenses as well
- Upon completion of the residency, residents agree to teach in a high-need school and/or in a high-need subject area in the division for a number of years (usually 3-5)
- Initial research results
 - Residency participants are more likely to remain in the profession after 5 year than non-residents
 - Residency programs better prepare effective teachers – both residents and mentors benefit
 - Residency programs are more likely to produce a more diverse teaching workforce
- Could still benefit from more research and data, but residency programs have received more research focus than Grow Your Own programs

Teacher Residency Programs - Examples

- **North Carolina Teaching Fellows**
 - Residency program focusing specifically on STEM, special education, and low-performing schools in North Carolina
 - Partnerships with school divisions and 8 university partners in North Carolina
 - Fellows receive a stipend and mentoring during the residency and in the first few years of their teaching career
- **Teacher in Residence (TIR) Program at Old Dominion University**
 - Partnership with Norfolk, Newport News, and Virginia Beach public school divisions and ODU
 - Graduate degrees and teaching placements focus on secondary math, secondary science, and special education – all critical teaching shortages in the Hampton Roads area
 - Residents must serve as a teacher in the division for 3 years or pay back the tuition assistance and living stipend they received as residents
- **RTR at Virginia Commonwealth University**
 - Formerly the Richmond Teacher Residency, RTR is a partnership with Chesterfield County, Henrico County, Petersburg, and Richmond public schools and VCU
 - Residents work in a variety of high-need subject areas in their partner schools, and the focus of the residency is on specifically reaching traditionally at-risk and underprivileged student populations
 - Residents take a year of graduate coursework and simultaneously take on increasing responsibilities in their classroom over the course of a full school year
 - RTR has recently expanded the program to offer graduate certificates to instructional and teaching aides in the partner school divisions to earn credentials while still working in their classrooms

Teacher Recruitment and Retention Funding in SB 30, as Introduced

Agency	Purpose	FY 2023 GF Allocation	FY 2024 GF Allocation
DOE	Statewide Strategic Plan for Recruitment and Retention Challenges	\$395,991	\$395,991
Direct Aid	Teacher Recruitment and Retention Grant Programs (teaching scholarship loans, qualified dual enrollment, and STEM teaching)	\$2,181,000	\$2,181,000
Direct Aid	Hiring Teachers in Challenged Schools (Grants)	\$500,000	\$500,000
Direct Aid	Grants for Teacher Residency Partnerships (Petersburg, Norfolk, Richmond)	\$2,250,000	\$1,750,000
Direct Aid	Minority Computer Science Teachers*	\$1,500,000	\$1,500,000
Direct Aid	Early Childhood Education Grow Your Own Teacher Preparation Program*	\$1,050,000	\$1,050,000
SCHEV	Grow Your Own Teacher Pilot Program	\$240,000	\$240,000
Total		\$8,116,991	\$7,616,991

* New budget item

Policy Options – Grow Your Own Teacher Programs

1. Direct DOE to collect and report data on the Grow Your Own Teacher Pilot Program (data/metrics)
2. Direct DOE to collect data on existing Virginia Teachers for Tomorrow programs in Virginia public schools (data/metrics)
3. Expand Grow Your Own pilot programs to more areas of the Commonwealth, particularly rural communities (new funding/expansion)
4. Establish performance measures for Grow Your Own programs in Virginia to ensure funding is being adequately used (data/metrics)

Policy Options – Teacher Residency Programs

- 5. Encourage residency programs to expand their financial support base and increase solvency to provide for more students without as much need for increased GF resources (outside support)
- 6. Expand existing residency program models into other Virginia communities (new funding/expansion)
- 7. Provide increased financial incentives to mentor teachers who participate in residency programs (new funding/expansion)

Policy Options – Other

8. Direct DOE to collect more data on the teacher shortage. Separate data by locality and teacher position (data/metrics)

- JLARC has consistently indicated that there can be better collecting and reporting of data on the teacher shortage

9. Direct DOE to make data on the teacher shortage more easily accessible to allow policymakers, stakeholders, and citizens to better understand the problem of the teacher shortage (data/metrics)

10. Broaden the scope of existing DOE positions for special education recruitment and retention efforts (reallocation of existing resources)

- This is proposed in SB 30, as Introduced

Conclusion

- Fall 2021 teacher vacancies were impacted by COVID, but Virginia regularly faces significant teacher shortages every year
- It is hard to quantify the changes year-over-year because of COVID and limited data collections
- Grow Your Own and teacher residency programs can offer targeted solutions to the teacher shortage
- Existing policy infrastructure and funding allocations are already in place in Virginia
- Multiple state models could serve as examples for possible upscaling of these programs

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Questions?

Payne Tarkenton

Virginia Management Fellow

ptarkenton@sfac.virginia.gov